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ABSTRACT

The activities in this booklet are designed to help students achieve the following objectives: (1) learn as much as possible about the world of work; (2) learn as much as possible about themselves; (3) develop the skill to make sound educational and vocational decisions; and (4) accept responsibility for making their own career decisions. This booklet is part of a set of materials which make up the Career Information System (CIS) component of the Career Decision-Making (CDM) program developed by the Appalachia Educational Laboratory. (See CE 019 229 for an overview of the total CDM program.) Thirteen activities are included in this booklet and focus on the following topics: goal identification, career information, and career exploration. Several charts are included for graphing student responses. Three forms are appended: Work Situations Checklist, Work Activities Checklist; and Aptitudes Checklist. (Counselor and teacher instructions for using the activity booklet and appended checklists are included in CE 019 233. A student's guide also accompanies this document--see CE 019 239.) (BM)

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INDIVIDUALIZED ACTIVITIES

for career exploration

AEL career decision-making program

CE 019 235

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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David Wingfordner

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

INTRODUCTION

Achieving a satisfying career involves more than getting and holding a job. It involves selecting a field of work that requires abilities you possess or can obtain. It involves progressing from beginning to higher level jobs as you gain knowledge and experience. It involves doing work that is satisfying to you and gives you an income which meets your needs. You will increase your chances for an enjoyable and successful career by starting planning it **now.**

One of the most important tasks you face in planning a career is to get the information you need. You will need this information to make the many different decisions involved in the career planning process. In planning your career, consider the following objectives.

- **Learn as much as possible about the world of work.** What jobs may be available when you are ready for employment? What knowledge, skills, and personal qualities do the jobs you are considering require? What skills can you develop? What work experience can you get to increase your chances for promotion?

- **Learn as much as possible about yourself.** What are your likes and dislikes? What are your strengths and weaknesses? What are your interests, abilities, values, and goals?

- **Develop the skill to make sound educational and vocational decisions.** These decisions are based on what you know about yourself, the world of work, and the type of education required and available. As you gain more knowledge, you will probably modify your decisions and plans several times.

- **Accept to be responsible for making your own career decisions.** No one else can make such important decisions for you. However, your parents, teachers, and counselors may help you get the information you need to make these decisions.

The activities in this booklet are designed to help you achieve the preceding objectives. The knowledge gained by completing these activities can help you choose satisfying work.

You will need to have access to the **Career Information System Guide*** and other materials of the **Career Information System.***

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GOAL IDENTIFICATION

Activity A – Career Goals

In order to choose satisfying work, you need to know what you want in life. What you want to **have,** to **do,** and to **be** are your goals. The more your work directly relates to your goals, the more satisfying it is likely to be.

> Watch the filmstrip "Career Goals." This filmstrip should help you better understand how the terms goal, work, career, and decision relate to career planning.

Key Terms

The following four key terms are often used in career exploration materials and activities. It is important that you understand their meaning.

Goal. A goal is anything you think you need or want. It may be something you want to do, to be, or to have.

Work. Work is purposeful activity. It produces something of value for the worker and/or other people. It can be paid or unpaid.

Career. A career is all of a person's work activity. It begins in childhood and extends into old age. It can include education and training, occupations, home and family, and civic and community activities.

Decision. A decision is the action one takes to meet goals.

Key Points

An important first step in career exploration and decision-making is to identify goals. Consider the following key points. They are listed to help you understand the importance of identifying goals in career planning.

- All people want or need certain things. These things are goals.
- All people have the same basic needs: food, shelter, health, and love. However, people differ in the ways they meet these needs.
- Your goals change from time to time. Goals usually change more frequently for younger people.
- Your environment, the people you meet, and your experiences influence your goals.
- The ways people choose to meet their goals vary. People make decisions (choose actions) they believe will help them achieve their goals.
- One of the most important ways people meet their goals is through work, either directly or indirectly. The work itself may be satisfying or one may work for the opportunity — time or money — to achieve goals.

Activity B – Goal Focus Chart

Directions: The chart is designed to help you identify and state some of your present and future goals — what you want to have, to do, and to be. In the first row, fill in the present year, your age, and some of your present goals. Then imagine yourself at the age you will be in 5, 15, 40, and 60 years. Complete the chart by filling in the year, your age, then some of your future goals.

Year	Your Age	Things You Want to Do	Things You Want to Have	Things You Want to Be
(now)				
(5 years later)				
(15 years later)				
(40 years later)				
(60 years later)				

To help you think about the place of goals in your life, consider the following questions.

a. Why is it so hard to think about your life as it might be in 15, 40, or 60 years?

b. Is there any point in thinking **now** about goals you might have in 15, 40, or 60 years? Why, or why not?

c. Do you think your goals will be the same as they are now in several years? Why, or why not?

CAREER INFORMATION

Career information includes information about **yourself** and the **world of work.** The more you know about each, the more likely you are to make satisfying career decisions.

Activity C – Self-Information

Look at the Goal Focus Chart you just completed. On the first line you were describing yourself now. On the other lines you were projecting yourself into the future. Looking at this information and trying to understand **WHY** you have certain goals is called "self-exploration." Self-exploration is a lifelong process of gathering, evaluating, and integrating information about oneself. This information may come from self or others. There are three ways to look at yourself — as you **see yourself,** as **others** see **you,** and as **you would like to be.**

- **Analyze how you see yourself.** Your thoughts, your feelings, and your behavior define you.
- **Evaluate the thoughts and feelings others express about you.** They can see you in ways you cannot see yourself.
- **Think about the kind of person you would like to be.** Your desires are also an important piece of information.

It is important to start looking at yourself as you begin your career planning and exploration. Stop and think. How would you describe yourself in terms of the three ways listed above? This information may help you determine what kind of person you want to be.

Activity D – Occupational Information

The other important part of career information is occupational information. Developing skills in finding, evaluating, and using occupational information is very important. In addition, it can be interesting and fun. Try the following quiz. Read each of the items and put a check mark beside the number for the answer you think best describes the job title. You will be given the correct answers later.

a. Anchor Tacker
(1) works on a ship.
(2) makes the mold for casting anchors.
(3) works in a shoe factory.

b. Crabber
(1) operates machine in a textile mill.
(2) operates a log loading machine.
(3) cleans crabs in a packing plant.

c. Top Screw
(1) is in charge of a group of cowhands.
(2) tightens screws in furniture.
(3) turns the adjusting screw in a cider press.

d. Aerodynamist
(1) conducts safety inspections of military aircraft.
(2) performs on the high wire in a circus.
(3) tests the design of aircraft and missiles.

e. Firesetter
(1) lights fireworks at public displays.
(2) works in a light bulb factory.
(3) sets back fires to stop forest fires.

f. Balloon Dipper
(1) dips toy balloons into dye.
(2) operates a machine that makes rubber tires.
(3) dips metal parts into a plating solution.

g. Holiday-Detector Operator
(1) prints holidays on calendars.
(2) detects defects in pipeline coating.
(3) records when a worker has left the job.

h. Ripper
(1) destroys worn-out paper.
(2) operates machine in a furniture factory.
(3) repairs seams in clothing.

i. Hogshead Opener
(1) works in a slaughterhouse.
(2) works in a tobacco factory.
(3) works in a tavern.

j. Jogger
(1) runs errands in a packing plant.
(2) cuts notches in furniture.
(3) straightens stacks of paper.

Sometimes information can be misleading. You cannot always tell what workers do by the titles of their jobs.

Occupational information is found in many forms. For example, it may appear in written descriptions, films, filmstrips, speakers, or through observations you make of workers. It may be found in a school's career resource center, guidance office, library, and in places of business. No matter what form it appears in or where you find it, there is a great deal of information available. The problem is locating what you may want or need.

Activity E – Organizing Occupational Information

There are many different ways to group occupations. By exploring groups of **similar** occupations, you can determine what groups interest you enough for further exploration. One way of grouping occupations, the **Worker Trait Group Arrangement,** is used in the **Career Information System** (CIS). You will be using the CIS for career exploration.

Watch the filmstrip "Introduction to the Career Information System." This filmstrip presents how career information is organized in the CIS.

Activity F – Using the Career Information System

Watch the filmstrip "Using the Career Information System." This filmstrip describes how to locate information in the CIS by occupational title or by using Worker Trait Groups and other materials.

Your teacher or counselor will show you where the **Career Information System** materials are located and briefly review how to use them with you. In addition, you can read both general and detailed information on the use of these materials in the section entitled "Touring the Career Information System" of the **Career Information System Guide.**

Remember, career information includes both information about **yourself** and information about the **world of work.** Relating knowledge about yourself to the world of work can help you make satisfying career decisions.

CAREER EXPLORATION

Career exploration should start with information about yourself — your interests, goals, and abilities. The Career Information System materials you will be using can help you identify information about yourself and link it to information about the world of work.

The following activities are designed to help you identify and relate your interests and abilities to groups of occupations. These activities will also help you explore the groups of occupations you have identified. In addition, you will be able to identify school courses you can take to build your skills or further explore.

Activity G – Expressed Interests

An interest is a **positive** feeling you have toward some **person, activity,** or **thing.** An expressed interest is an interest you can talk about. Expressed interests can be found or seen through preferences for activities. Identifying your interests can help you find work which will be satisfying.

Watch the filmstrip "Examining Your Interests." This filmstrip will help you understand what interests are and how they can be used for career exploration.

In Activities E and F, you were introduced to groups of occupations called "Worker Trait Groups." Remember, the workers in a Worker Trait Group have similar traits such as abilities, interests, and aptitudes.

Each Worker Trait Group has been assigned a number. This number can help you locate information about occupations belonging to that group.

Turn to the Worker Trait Group Digest located in the **Career Information System Guide.** The digest contains a listing of the Worker Trait Group titles and a brief description of each. These Worker Trait Groups are organized into twelve broad areas called "Career Areas." First, read the titles and brief descriptions of the Career Areas. Then, read the titles and brief descriptions of the Worker Trait Groups belonging to each Career Area which interests you. As you read these descriptions, record your reactions on the Worker Trait Group Selection Chart on pages 21-23 of this booklet. Mark an "X" in Column 1 for those Worker Trait Groups which seem interesting.

For more detailed information about Worker Trait Groups, use the **Worker Trait Group Guide.** The **Worker Trait Group Guide** is one of the **Career Information System** materials.

Activity H – Work Activities

Everyone has preferences for certain types of activities. These preferences can be used to develop a broader understanding of the world of work and to explore occupations. If you work in an occupation which involves activities you enjoy, you are more likely to be satisfied. So, identifying your activity preferences and relating them to occupations can help you in your career exploration.

Watch the filmstrip "Work Activities." This filmstrip will describe the 10 different types of activities involved in work.

The filmstrip "Work Activities" stated that the 10 types of activities related to work are also related to leisure activities. You have had many experiences doing these types of activities in both work and leisure settings. Turn to the Work Activities Descriptions located in the **Career Information System Guide.** As you read each description, think about your experiences. In the spaces provided, write experiences you have had with each type of activity.

1. **Activities Dealing with Things and Objects.**

2. **Activities Involving Business Contact.**

3. **Activities of a Routine, Definite, Organized Nature.**

4. **Activities Involving Direct Personal Contact, to Help, or Instruct Others.**

5. **Activities Resulting in Recognition or Appreciation from Others.**

6. **Activities Involving the Communication of Ideas and Information.**

7. **Activities of a Scientific and Technical Nature.**

8. **Activities Involving Creative Thinking.**

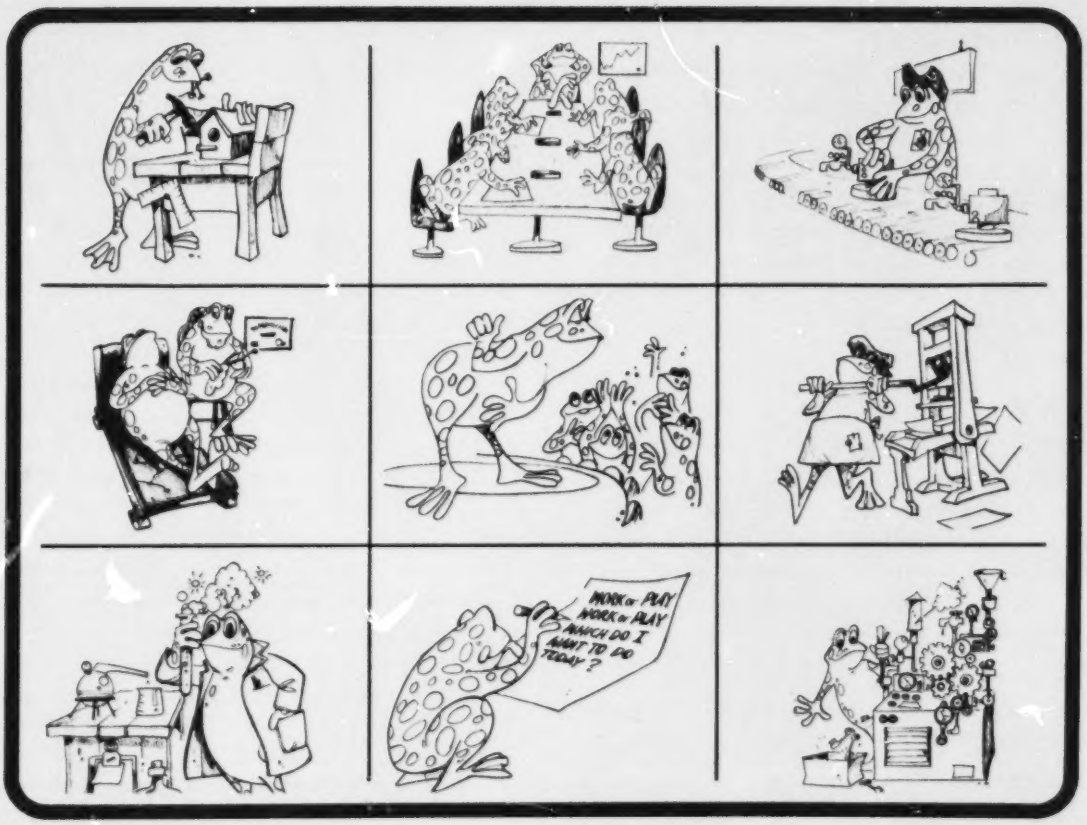
9. **Activities Involving Processes, Methods, or Machines.**

10. **Activities Involving Working on or Producing Things.**

The work and leisure experiences you have had with these activities provide you with information about your interests. Complete the following Work Activities Checkiist. This will help you examine your interests and relate them to groups of occupations.

ITEM NO. 5811

WORK ACTIVITIES CHECKLIST



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Everyone prefers certain types of activities. A person's preferences can be used to better understand the world of work. To explore occupations in terms of your likes and dislikes can help you in your career decision-making. If you work in an occupation involving activities you enjoy, you are more likely to be satisfied. The activities in this booklet can help you identify and relate your work activity preferences to groups of occupations called Worker Trait Groups.

I. Learning About Work Activities

a. Watch the filmstrip "Work Activities." This filmstrip describes the 10 different types of activities involved in work.

b. The filmstrip "Work Activities" stated that the 10 types of work activities are also related to leisure activities. You have had many experiences doing these types of activities in both work and leisure settings. Turn to the Work Activity Descriptions in the **Career Information System Guide.*** As you read each description, think about things you have done related to each type of activity. What did you like? What did you dislike? Share your responses with the others in the group.

II. Rating Your Preferences for Work Activities

Complete the Work Activities Checklist on page 3 of this booklet. Use your experiences with the work activities as a guide to identify your likes and dislikes. Knowing what types of work activities you prefer can help you find Worker Trait Groups to explore.

III. Relating Work Activities to Worker Trait Groups

To find Worker Trait Groups related to your work activity preferences, follow these steps:

a. Turn to the Work Activities Index on page 4 of this booklet. Find the title of the work activity you rated as your **first choice**. The numbers below the title represent the Worker Trait Groups which involve the work activity.

b. Turn to the Worker Trait Group Digest in the **Career Information System Guide**. Read the brief descriptions of the Worker Trait Groups which related to your **first choice**. On your index, **circle** the numbers of the groups which interest you **most**.

c. In the **Worker Trait Group Guide,*** read the complete descriptions of the Worker Trait Groups you have circled on your index. If you are **no longer** interested in a group after reading its complete description, **cross out** the circled number in your index.

d. The remaining circled numbers on your index represent the Worker Trait Groups which **interest you** and which are related to your **first choice** work activity. Repeat Steps A, B, and C to find groups related to your **second** and **third** choices.

e. Look at the numbers you have circled on your index. The same Worker Trait Group may appear under two or more work activity titles. Make a note of all Worker Trait Groups which follow this pattern. Check to see if any of these groups appear below the titles of work activities you **dislike** (work activities you rated as your **8th, 9th** or **last choice**). If any of these groups are related to work activities you **dislike, cross out all** the circled numbers representing these groups in your index. The remaining circled numbers represent the Worker Trait Groups you have selected for further exploration.

OPTION: If you have access to a **Worker Trait Group Keysort Deck,*** you can use it to identify Worker Trait Groups related to work activities you like and dislike. Instructions on the use of the **Keysort Deck** are in the **Career Information System Guide.**

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Work Activities Checklist

Directions: Part 1

Use the following scale to rate your preferences for each work activity. Circle the rating describing your feelings about working in an occupation which would involve you in that activity.

+2 Would like the activity very much.
+1 Would like the activity.
0 Would neither like nor dislike the activity.
−1 Would dislike the activity
−2 Would dislike the activity very much.

No.	Type of Activity	Circle the rating describing your feelings about each activity.				
1	Activities dealing with things and objects.	+2	+1	0	−1	−2
2	Activities involving business contact.	+2	+1	0	−1	−2
3	Activities of a routine, definite, organized nature.	+2	+1	0	−1	−2
4	Activities involving direct personal contact to help or instruct others	+2	+1	0	−1	−2
5	Activities resulting in recognition or appreciation from others.	+2	+1	0	−1	−2
6	Activities involving the communication of ideas and information.	+2	+1	0	−1	−2
7	Activities of a scientific and technical nature.	+2	+1	0	−1	−2
8	Activities involving creative thinking.	+2	+1	0	−1	−2
9	Activities involving processes, methods, or machines	+2	+1	0	−1	−2
10	Activities involving working on or producing things.	+2	+1	0	−1	−2

Directions: Part 2

List in order of your preference the ten types of work activities. Place the activity type numbers in the boxes below. Use your ratings given to each activity to help determine the order. For example, if you rated any activities +2, they should be listed ahead of any rated +1.

☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
First Choice	2nd	3rd	4th	5th	6th	7th	8th	9th	Last Choice

Work Activities Index

1. **Activities Dealing with Things and Objects**
   01.06, 02.01, 02.02, 02.04, 03.01, 03.04, 05.01, 05.03, 05.04, 05.05, 05.06, 05.07, 05.08, 05.09, 05.10, 05.11, 05.12, 06.01, 06.02, 06.03, 06.04, 07.02, 07.03, 07.06, 07.07, 09.04, 11.06

2. **Activities Involving Business Contact**
   01.07, 03.01, 04.01, 04.02, 05.01, 05.02, 05.09, 07.01, 07.02, 07.03, 07.04, 07.05, 08.01, 08.02, 08.03, 09.01, 09.02, 09.03, 09.04, 09.05, 10.03, 11.02, 11.04, 11.05, 11.06, 11.07, 11.08, 11.09, 11.10, 11.11, 11.12

3. **Activities of a Routine, Definite, Organized Nature**
   01.08, 03.03, 03.04, 04.02, 05.07, 05.08, 05.09, 05.10, 05.11, 05.12, 06.02, 06.03, 06.04, 07.02, 07.03, 07.04, 07.05, 07.06, 07.07, 08.03, 09.03, 09.04, 09.05, 10.03

4. **Activities Involving Direct Personal Contact to Help or Instruct Others**
   02.03, 03.03, 10.01, 10.02, 10.03, 11.02, 11.07

5. **Activities Resulting in Recognition or Appreciation from Others**
   01.01, 01.03, 01.04, 01.05, 02.03, 03.02, 04.01, 05,02, 05.04, 07.01, 08.01, 09.01, 10.01, 11.02, 11.04, 11.05, 11.06, 11.07, 11.08, 11.09, 11.11, 11.12, 12.01, 12.02

6. **Activities Involving the Communication of Ideas and Information**
   01.01, 01.02, 01.03, 01.04, 01.05, 01.07, 01.08, 02.01 02.02, 03.03, 04.01, 04.02, 05.01, 05.02, 07.01, 07.04, 07.05, 08.01, 08.02, 09.01, 10.01, 10.02, 11.01, 11.02, 11.03 11.04, 11.05, 11.06, 11.07, 11.08, 11.09, 11.10, 11.12

7. **Activities of a Scientific and Technical Nature**
   02.01, 02.02, 02.03, 02.04, 03.01, 05.01, 05.02, 05.03, 08.01, 10.02, 11.01, 11.03, 11.06

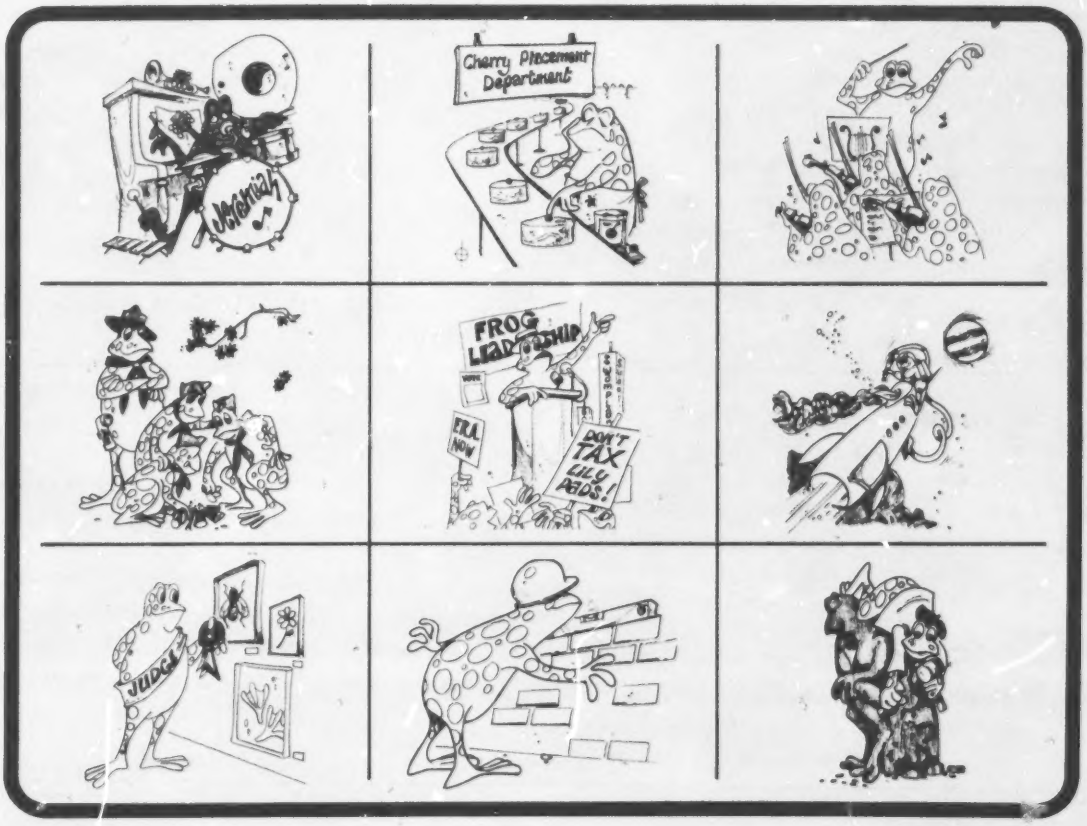
8. **Activities Involving Creative Thinking**
   01.01, 01.02, 01.03, 01.04, 01.05, 02.01, 02.02, 05.01, 09.02, 10.01, 11.03, 11.04

9. **Activities Involving Processes, Methods or Machines**
   01.06, 02.04, 03.01, 03.02, 03.04, 05.01, 05.02, 05.03, 05.04, 05.05, 05.06, 05.07, 05.08, 05.09, 05.10, 05.11, 05.12, 06.01, 06.02, 06.03, 06.04, 07.02, 07.04, 07.06, 09.02, 09.03, 11.01, 11.06, 12.02

10. **Activities Involving Working on or Producing Things**
    01.06, 03.01, 05.05, 05.10, 06.01, 06.02, 06.03, 06.04

ITEM NO. 5812

WORK SITUATIONS CHECKLIST



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An important part of finding satisfying work is learning what kinds of work situations you like and which you want to avoid. People differ in their willingness and/or ability to adapt to the demands of various situations. Although there is a great variety of demands made upon workers, these demands can be grouped into ten types of situations.

The activities in this booklet can help you identify and relate your work situation preferences to groups of occupations called Worker Trait Groups.

I. Learning About Work Situations

a. Watch the filmstrip "Work Situations." This filmstrip describes the 10 different types of situations involved in work.

b. The work situations relate to both work and leisure experiences. You can identify the work situations you like and which you want to avoid by relating your experiences to them. Turn to the Work Situation Descriptions in the **Career Information System Guide.*** As you read each description, think about your own work and leisure experiences. What did you like? What did you dislike? Discuss your responses with others in the group.

II. Rating Your Preferences for Work Situations

Complete the Work Situations Checklist page 3 of this booklet. Use your experiences with the work situations as a guide to identify your likes and dislikes. Knowing what types of work situations you prefer and want to avoid can help you find Worker Trait Groups to explore.

III. Relating Work Situations to Worker Trait Groups

To find Worker Trait Groups related to your work situation preferences, follow these steps:

a. Turn to the Work Situations Index on page 4 of this booklet. Find the title of the work situation you rated as your **first choice.** The numbers below the title represent the Worker Trait Groups which involve the work situation.

b. Turn to the Worker Trait Group Digest in the **Career Information System Guide.** Read the brief descriptions of the Worker Trait Groups which related to your **first choice.** On your index **circle** the numbers of the groups which interest you **most.**

c. In the **Worker Trait Group Guide,*** read the complete descriptions of the Worker Trait Groups you have circled on your index. If you are **no longer** interested in a group after reading its complete description, **cross out** the circled number in your index.

d. The remaining circled numbers on your index represent the Worker Trait Groups which **interest you** and which are related to your **first choice** work situation. Repeat Steps A, B, and C to find groups related to your **second** and **third** choices.

e. Look at the numbers you have circled on your index. The same Worker Trait Group may appear under two or more work situation titles. Make a note of all Worker Trait Groups which follow this pattern. Check to see if any of these groups appear below the titles of work situations you **dislike** (work situations you rated as your **8th, 9th, or last choice**). If any of these groups are related to work situations you **dislike, cross out all** the circled numbers representing these groups in your index. The remaining circled numbers represent the Worker Trait Groups you have selected for further exploration.

OPTION: If you have access to a **Worker Trait Group Keysort Deck,*** you can use it to identify Worker Trait Groups related to work situations you like and dislike. Instructions on the use of the **Keysort Deck** are in the **Career Information System Guide.**

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Work Situations Checklist

Directions: Part 1

Use the following scale to rate your preferences for each work situation. Circle the rating describing your feelings about working in an occupation which would involve you in that situation.

+2 Could **adapt readily**. Could be **satisfied** with such work.
+1 Could **adapt** to the situation.
0 Am **not sure** or have **no strong** feelings about the situation.
−1 Would be **difficult** to adapt to the situation.
−2 A **difficult situation** I would like to avoid.

No.	Type of Situation	Circle the rating describing your feelings about each situation.				
1	Performing duties which change frequently.	+2	+1	0	−1	−2
2	Performing routine tasks.	+2	+1	0	−1	−2
3	Planning and directing an entire activity.	+2	+1	0	−1	−2
4	Dealing with people.	+2	+1	0	−1	−2
5	Influencing people's opinions, attitudes, and judgments.	+2	+1	0	−1	−2
6	Working under pressure.	+2	+1	0	−1	−2
7	Making decisions using personal judgement.	+2	+1	0	−1	−2
8	Making decisions using standards that can be measured or checked.	+2	+1	0	−1	−2
9	Interpreting and expressing feelings, ideas, or facts.	+2	+1	0	−1	−2
10	Working within precise limits or standards of accuracy.	+2	+1	0	−1	−2

Directions: Part 2

List in **order of your preference** the ten types of work situations. Place the situation type **numbers** in the boxes below. Use the ratings you gave to each situation to help determine the order. For example, if you rated any situations +2, they should be listed ahead of any rated +1.

☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
First Choice	2nd	3rd	4th	5th	6th	7th	8th	9th	Last Choice

Work Situations Index

1. **Performing Duties Which Change Frequently**
   03.01, 03.02, 03.03, 03.04, 04.01, 05.01, 05.02, 05.05, 05.06, 07.01, 07.04, 09.01, 09.02, 10.01, 10.02, 10.03, 11.02, 11.03, 11.04, 11.05, 11.07, 11.08, 11.09, 11.10, 11.11, 11.12

2. **Performing Routine Tasks**
   03.04, 06.02, 06.03, 06.04, 07.02, 07.06

3. **Planning and Directing an Entire Activity**
   01.01, 01.02, 01.03, 01.04, 01.05, 03.01, 03.02, 04.01, 05.02, 05.04, 05.06, 06.01, 06.02, 09.01, 10.01, 11.01, 11.02, 11.05, 11.07, 11.08, 11.09, 11.10, 11.11, 11.12

4. **Dealing with People**
   01.01, 01.02, 01.03, 01.04, 01.05, 01.07, 01.08, 02.03, 03.01, 03.02, 03.03, 04.01, 04.02, 05.01, 05.02, 05.04, 05.09, 06.01, 06.02, 07.01, 07.03, 07.04, 07.05, 07.06, 08.01, 08.02, 08.03, 09.01, 09.02, 09.03, 09.04, 09.05, 10.01, 10.02, 10.03, 11.02, 11.03, 11.04, 11.05, 11.06, 11.07, 11.08, 11.09, 11.10, 11.11, 11.12, 12.01

5. **Influencing People's Opinions, Attitudes, and Judgments**
   01.01, 01.07, 08.01, 08.02, 08.03, 11.09, 12.01

6. **Working Under Pressure**
   04.01, 04.02, 05.04, 12.01, 12.02

7. **Making Decisions Using Personal Judgment**
   01.01, 01.02, 01.03, 01.04, 01.05, 01.06, 01.07, 02.01, 02.02, 02.03, 03.01, 03.02, 03.03, 04.01, 04.02, 05.01, 05.02, 05.03, 05.04, 05.05, 05.07, 07.01, 08.01, 08.02, 09.01, 09.02, 09.03, 10.01, 10.02, 10.03, 11.01, 11.02, 11.03, 11.04, 11.05, 11.06, 11.07, 11.08, 11.09, 11.10, 11.11, 11.12, 12.01, 12.02

8. **Making Decisions Using Standards That Can Be Measured or Checked**
   01.06, 02.01, 02.02, 02.03, 02.04, 03.01, 03.02, 03.03, 05.01, 05.02, 05.03, 05.04, 05.05, 05.06, 05.07, 05.08, 05.09, 05.10, 05.11, 05.12, 06.01, 06.02, 06.03, 07.01, 07.02, 07.03, 07.04, 07.05, 07.06, 07.07, 08.01, 08.02, 09.02, 09.03, 10.02, 10.03, 11.01, 11.03, 11.04, 11.05, 11.06, 11.08, 11.10, 11,11, 11.12, 12.01

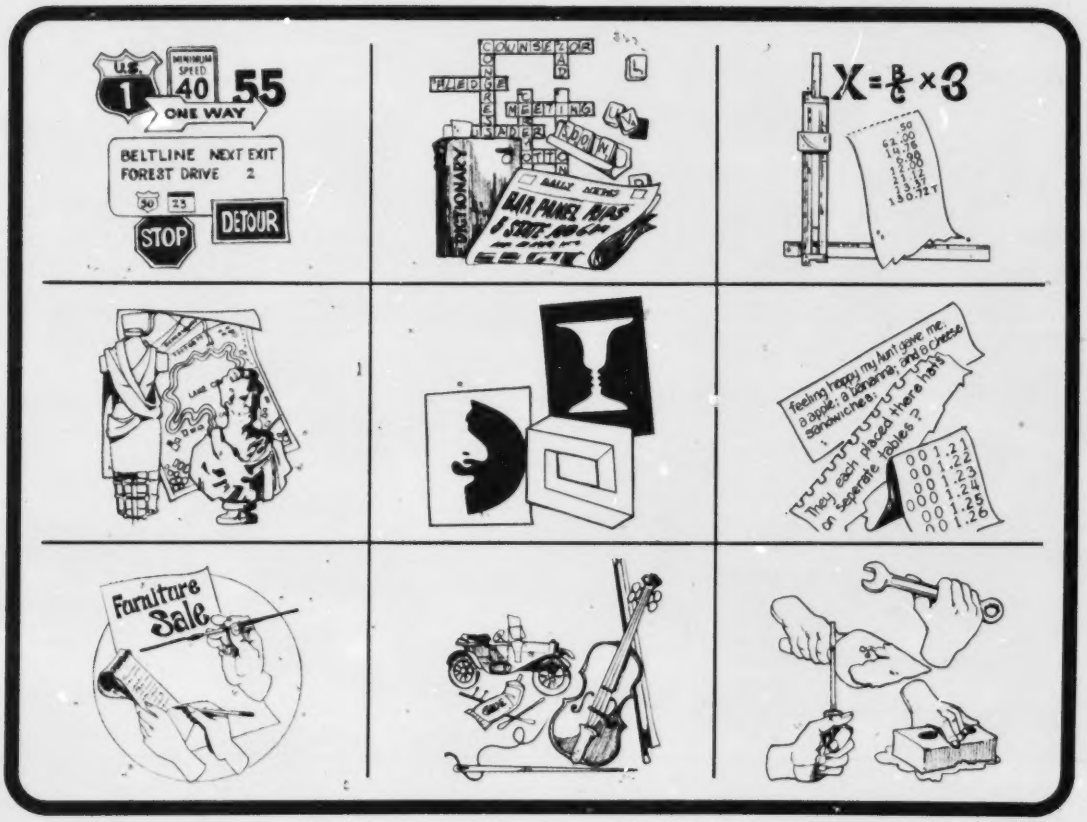
9. **Interpreting and Expressing Feelings, Ideas, or Facts**
   01.01, 01.02, 01.03, 01.04, 01.05, 01.07, 01.08

10. **Working Within Precise Limits or Standards of Accuracy**
    01.06, 02.03, 02.04, 05.03, 05.04, 05.05, 05.06, 05.07, 05.09, 05.10, 05.11, 05.12, 06.01, 06.02, 06.03, 06.04, 07.02, 07.03, 07.05, 07.06, 07.07, 09.02, 10.02, 10.03

ITEM NO. 5813

CE

APTITUDES CHECKLIST



AEL
career
decision-making
program

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Aptitude is the quickness or ease with which you can learn. There are different kinds of aptitudes. Some aptitudes can help you understand a novel or solve math problems. Others can help you do very fine work with your hands or fingers. Some other aptitudes can help you do tasks requiring fast and accurate body movements. Some aptitudes can help you see differences in size or shape. People differ from one another in the level of aptitude they possess, just as they differ in looks, size, or interest. Occupations require different combinations and levels of aptitudes. Knowing as much as possible about your aptitudes can help you in career exploration and planning.

I. Learning About Aptitudes

a. You will be shown the filmstrip, "What Are Aptitudes?" It explains why identifying your aptitudes is an important part of career exploration.

b. Eleven aptitudes have been related to groups of occupations called Worker Trait Groups. Read the following list of the eleven aptitudes titles, codes, and definitions.

G— General. Understanding instructions, facts, and underlying reasoning. Being able to reason and make judgments. Closely related to school achievement.

V— Verbal. Understanding meanings of words and ideas. Using them to present information or ideas clearly.

N— Numerical. Doing arithmetic operations quickly and correctly.

S— Spatial. Looking at flat drawings or pictures of objects. Forming mental images of them in three dimensions – height, width, and depth.

P— Form Perception. Observing detail in objects or drawings. Noticing differences in shapes or shadings.

Q— Clerical Perception. Observing details and recognizing errors in numbers, spelling, and punctuation in written materials, charts, and tables. Avoiding errors when copying materials.

K— Motor Coordination. Moving the eyes and hands or fingers together to perform a task rapidly and correctly.

F— Finger Dexterity. Moving the fingers to work with small objects rapidly and correctly.

M— Manual Dexterity. Moving the hands with ease and skill. Working with the hands in placing and turning motions.

E— Eye-Hand-Foot Coordination. Moving the hands and feet together in response to visual signals or observations.

C— Color Discrimination. Seeing likenesses or differences in colors or shades. Identifying or matching certain colors. Selecting colors which go well together.

c. Discuss your experiences with each of the eleven types of aptitudes.

II. Estimating Your Aptitudes

a. You will be shown a second filmstrip on aptitudes entitled "Learning About Your Aptitudes." It presents an overview of the eleven aptitudes.

b. You possess an unique combination of aptitudes. You can estimate your aptitudes by looking at your past achievements and present abilities. Five different levels are used to express the amount of aptitude a person has. You should use these levels in estimating your aptitudes. Compare yourself with others your age. The following statements define these five aptitude levels.

Aptitude Levels

Level 1 — The top ten percent of the population – a **very high** degree of aptitude.
Level 2 — The highest third of the population not including the highest ten percent – a **high** degree of aptitude.
Level 3 — The middle third of the population – an **average** degree of aptitude.
Level 4 — The lowest third of the population, not including the lowest ten percent – a **below average** or low degree of aptitude.
Level 5 — The lowest ten percent of the population – a very **low** degree of aptitude.

c. Turn to the section entitled "Aptitudes" in the **Career Information System Guide.*** Read the aptitude descriptions and the clues related to each level to help estimate your aptitudes. Use the Aptitude Self-Estimate Record on page 3 of this booklet to record your estimated aptitudes.

*Developed by Appalachia Educational Laboratory and published by McKnight Publishing Company.

RECORD THE LEVEL NUMBER HERE ▸											
APTITUDE CODE	G	V	N	S	P	Q	K	F	M	E	C

Aptitude Self-Estimate Record

Directions: In the box below, each aptitude is listed. Place an X in the column indicating the **level** at which you rate yourself for each aptitude. Compare yourself with other people **your age.** Select the level which represents your HIGHEST self-estimate. Some items in the lower level examples may describe traits you possess. In such a case, again use your **highest** self-estimate. Be as accurate as you can. An accurate record will help you in your career exploration.

After you have estimated your level for each aptitude, write those LEVEL NUMBERS in the proper boxes along the edge of the paper above.

APTITUDES		How I Compare Myself With All Others My Age				
		LOWEST THIRD		MIDDLE THIRD	HIGHEST THIRD	
		10%	23%	33%	23%	10%
		LEVEL 5	LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
General	G					
Verbal	V					
Numerical	N					
Spatial	S					
Form Perception	P					
Clerical Perception	Q					
Motor Coordination	K					
Finger Dexterity	F					
Manual Dexterity	M					
Eye-Hand-Foot Coordination	E					
Color Discrimination	C					

III. Relating Aptitudes to Worker Trait Groups

a. To identify the Worker Trait Groups for which your aptitudes meet or exceed the requirements, follow the Aptitudes Worker Trait Group Index instructions in the **Career Information System Guide.**

b. You may wish to compare your estimated aptitudes with those of all Worker Trait Groups. As you check each Worker Trait Group, circle the Worker Trait Group number below whose key aptitudes you meet or exceed.

01.01	02.02	05.01	05.09	07.01	08.02	10.02	11.07
01.02	02.03	05.02	05.10	07.02	08.03	10.03	11.08
01.03	02.04	05.03	05.11	07.03	09.01	11.01	11.09
01.04	03.01	05.04	05.12	07.04	09.02	11.02	11.10
01.05	03.02	05.05	06.01	07.05	09.03	11.03	11.11
01.06	03.03	05.06	06.02	07.06	09.04	11.04	11.12
01.07	03.04	05.07	06.03	07.07	09.05	11.05	12.01
01.08	04.01	05.08	06.04	08.01	10.01	11.06	12.02
02.01	04.02						

c. Turn to the Worker Trait Group Digest in the **Career Information System Guide.** Read the brief description for each of the groups you circled. For those that do **not** seem interesting to you, place an "x" through the circle. If you want more information on any of the circled groups, use the **Worker Trait Group Guide.*** If, after reading the full description in the **Worker Trait Group Guide** you are no longer interested, put an "x" through the circle. The remaining circled numbers represent the Worker Trait Groups which interest you and for which your aptitudes meet or exceed the requirements. You may wish to explore these groups further at the occupational level.

*Developed by Appalachia Educational Laboratory and published by McKnight Publishing Company.

Work Activities Checklist

Directions: Part 1

Use the following scale to rate your preferences for each work activity. **Circle** the rating describing your feelings about working in an occupation which would involve you in that activity.

+2 Would **like** the activity **very much.**

+1 Would **like** the activity.

0 Would **neither like nor dislike** the activity.

−1 Would **dislike** the activity.

−2 Would **dislike** the activity **very much.**

No.	Type of Activity	Circle the rating describing your feelings about each activity.
1	Activities dealing with things and objects.	+2 +1 0 −1 −2
2	Activities involving business contact.	+2 +1 0 −1 −2
3	Activities of a routine, definite, organized nature.	+2 +1 0 −1 −2
4	Activities involving direct personal contact to help or instruct others.	+2 +1 0 −1 −2
5	Activities resulting in recognition or appreciation from others.	+2 +1 0 −1 −2
6	Activities involving the communication of ideas and information.	+2 +1 0 −1 −2
7	Activities of a scientific and technical nature.	+2 +1 0 −1 −2
8	Activities involving creative thinking.	+2 +1 0 −1 −2
9	Activities involving processes, methods, or machines.	+2 +1 0 −1 −2
10	Activities involving working on or producing things.	+2 +1 0 −1 −2

Directions: Part 2

List in the **order of your preference** the ten types of work activities. Place the activity type **numbers** in the boxes below. Use your ratings given to each activity to help determine the order. For example, if you rated any activities +2, they should be listed ahead of any rated +1.

First Choice	**2nd**	**3rd**	**4th**	**5th**	**6th**	**7th**	**8th**	**9th**	**Last Choice**

In Column 2 of the Worker Trait Group Selection Chart on pages 21-23 of this booklet, **circle** the numbers of the activities you **prefer.** Use your first three or four preferences, those you ranked highest on the bottom of the checklist. If you have a strong **dislike** for any of the work activities, **mark an "X"** through that number each time it appears in Column 2. Note which Worker Trait Groups are related to the types of activities you prefer.

Turn to the Worker Trait Group Digest in the **Career Information System Guide** to read brief descriptions of these groups. In the **Worker Trait Group Giude,** read the complete descriptions of the Worker Trait Groups which interest you most.

Activity I – Work Situations

Another type of interest to consider in career exploration is your preference for various types of work situations. People differ in their willingness and/or ability to adapt to the demands of various situations. Although there are a great variety of demands made upon workers, these demands can be grouped into ten types of situations.

> Watch the filmstrip "Work Situations." This filmstrip will describe the 10 different types of situations involved in work.

Like the work activities, the work situations relate to both work and leisure experiences. Your interest in or willingness to adapt to these situations can provide information about yourself which you can use in your career exploration. Turn to the Work Situations Descriptions located in **Career Information System Guide.** As you read each description, think about your own work and leisure experiences. Write the experiences you have had with each situation in the spaces provided.

1. **Performing Duties Which Change Frequently.**

_____

_____

2. **Performing Routine Tasks.**

_____

_____

3. **Planning and Directing an Entire Activity.**

_____

_____

4. **Dealing with People.**

_____

_____

5. **Influencing People's Opinions, Attitudes, and Judgments.**

_____

_____

6. **Working Under Pressure.**

_____

_____

7. **Making Decisions Using Personal Judgment.**

_____

_____

8. **Making Decisions Using Standards That Can Be Measured or Checked.**

_____

_____

9. **Interpreting and Expressing Feelings, Ideas, or Facts.**

_____

_____

10. **Working Within Precise Limits or Standards of Accuracy.**

_____

_____

The work and leisure experiences you have had with these situations provide you with information about your interests. Complete the following Work Situations Checklist. This will help you identify groups of occupations related to your interests. The checklist can also help identify the work situations you wish to avoid.

Work Situations Checklist

Directions: Part 1

Use the following scale to rate your preferences for each work situation. **Circle** the rating describing your feelings about working in an occupation which would involve you in that situation.

+2 Could **adapt readily.** Could be **satisfied** with such work.
+1 Could **adapt** to the situation.
0 Am **not sure** or have **no strong** feelings about the situation.
−1 Would be **difficult** to adapt to the situation.
−2 A **difficult situation** I would like to avoid.

No.	Type of Situation	Circle the rating describing your feelings about each situation.
1	Performing duties which change frequently.	+2 +1 0 −1 −2
2	Performing routine tasks.	+2 +1 0 −1 −2
3	Planning and directing an entire activity.	+2 +1 0 −1 −2
4	Dealing with people.	+2 +1 0 −1 −2
5	Influencing people's opinions, attitudes, and judgments.	+2 +1 0 −1 −2
6	Working under pressure.	+2 +1 0 −1 −2
7	Making decisions using personal judgment.	+2 +1 0 −1 −2
8	Making decisions using standards that can be measured or checked.	+2 +1 0 −1 −2
9	Interpreting and expressing feelings, ideas, or facts.	+2 +1 0 −1 −2
10	Working within precise limits or standards of accuracy.	+2 +1 0 −1 −2

Directions: Part 2

List in **order of your preference** the ten types of work situations. Place the situation type **numbers** in the boxes below. Use the ratings you gave to each situation to help determine the order. For example, if you rated any situations +2, they should be listed ahead of any rated +1.

First Choice	2nd	3rd	4th	5th	6th	7th	8th	9th	Last Choice

In Column 3 of the Worker Trait Group Selection Chart on pages 21-23 of this booklet, **circle** the numbers of the situations you most **prefer.** Use the situations you ranked highest on the bottom of the checklist. If you have a strong **dislike** for any of the work situations, mark an **"X"** through that number each time it appears in Column 3. Note which Worker Trait Groups are related to the types of situations you prefer. Turn to the Worker Trait Group Digest in the **Career Information System Guide** to read brief descriptions of these groups. In the **Worker Trait Group Guide,** read the complete descriptions of the Worker Trait Groups which interest you most.

Activity J – School Subjects

Another way of identifying groups of occupations related to your interests is through school subjects. The courses you have taken, or will take, can provide career exploration experiences. These courses can also help you develop basic skills which you can use in the world of work. In this activity, you can identify the Worker Trait Groups that are related to your abilities and interests in school subjects.

> Watch the filmstrip "Credentials and Competencies: Get Ready, Get Set, Go." This filmstrip will help you understand the meaning and importance of credentials and competencies.

The things you **can do well** are your **competencies.** You develop competencies through education, training, and experience. As you develop them, you acquire credits, licenses, or diplomas. These state what you **should be able to do,** and are called **credentials.**

You can identify groups of occupations related to your favorite school subject(s), by using the School Subject - Worker Trait Group Chart. This chart and the directions for using it are located in the **Career Information System Guide.**

Turn to the chart. School subjects are listed on the left side. The Worker Trait Group titles and numbers are listed on the top. On the chart, identify the school subjects that you like. Write these in the space provided in this booklet under "Favorite Subjects." Follow the row for each subject across the chart from left to right. List the Worker Trait Group numbers which are coded "A" in the boxes of the row in the space provided in this booklet under "Worker Trait Group Numbers." You find these numbers on the chart by going up the column from each "A" to the Worker Trait Group number.

Favorite Subjects	**Worker Trait Group Numbers**
_____	_____
_____	_____
_____	_____

Turn to the Worker Trait Group Selection Chart on pages 21-23 of this booklet. For each Worker Trait Group number you have listed, record the related subject in Column 4. The Worker Trait Groups for which you have recorded a school subject are those you have identified for further exploration.

You have now identified Worker Trait Groups related to your different kinds of interests in Columns 1 through 4 of the Worker Trait Group Selection Chart. You may have indicated your dislike for certain activities and situations. Review this information and use it to select the Worker Trait Groups you want to further explore. Indicate your choice by entering a "yes" in Column 5 of the chart.

Turn to the Worker Trait Group Exploration Chart on page 24 of this booklet. In Column 1, record the numbers and titles of the Worker Trait Groups you wish to explore further. These are the groups for which you marked a "yes" in Column 5 on your Worker Trait Group Selection Chart.

Note that on the Worker Trait Group Exploration Chart, Column 2 has the heading "School Subjects." In completing Column 2, you will be using school subjects in a different way. You will now identify the school subjects related to the knowledge and skills required in the groups of occupations you are exploring. Follow these steps to complete Column 2.

a. Turn to the School Subject Worker Trait Group Chart in the **Career Information System Guide.**

b. For each Worker Trait Group you are exploring, start at the top of the Chart under the Worker Trait Group number and go down the column.

c. If there is an entry in the column, go across the row to the school subject.

d. If it is a school subject you like, then enter the abbreviated subject titles on the Exploration Chart in the plus (+) section of Column 2. If you are concerned about achievement in that subject or dislike it, enter it in the minus (−) section.

By completing Column 2, you have identified school subjects related to the Worker Trait Groups you are exploring. Those courses may not provide all of the competencies needed. You need to identify the specific competencies and credentials for each occupation. You can do this when you start exploring specific occupations. The **School Subject - Occupation Index,** should then be used. This index is a listing of occupations by Worker Trait Groups for each of the school subjects. The use of the **School Subject - Occupation Index** is described in the **Career Information System Guide.**

Activity K – Aptitudes

Aptitude is the quickness or ease with which you can learn. There are different kinds of aptitudes. Some aptitudes can help you understand a novel or solve math problems. Others can help you do very fine work with your hand or fingers. Some other aptitudes can help you do tasks requiring fast and accurate body movements. Some aptitudes can help you see differences in size or shape. People differ from one another in the level of aptitude they possess, just as they differ in looks, size, and interests. Occupations require different combinations and levels of aptitudes. Knowing as much as possible about your aptitudes can help you in career exploration and planning.

> Watch the filmstrip "What Are Aptitudes?" It explains why identifying your aptitudes is an important part of career exploration.

Eleven aptitudes have been related to the Worker Trait Groups. Read the following list of the eleven aptitudes titles, codes, and definitions.

G — General. Understanding instructions, facts, and underlying reasoning. Being able to reason and make judgments. Closely related to school achievement.

V — Verbal. Understanding meanings of words and ideas. Using them to present information or ideas clearly.

N — Numerical. Doing arithmetic operations quickly and correctly.

S — Spatial. Looking at flat drawings or pictures of objects. Forming mental images of them in three dimensions — height, width, and depth.

P — Form Perception. Observing detail in objects or drawings. Noticing differences in shapes or shadings.

Q — Clerical Perception. Observing details and recognizing errors in numbers, spelling, and punctuation in written materials, charts, and tables. Avoiding errors when copying materials.

K — Motor Coordination. Moving the eyes and hands or fingers together to perform a task rapidly and correctly.

F — Finger Dexterity. Moving the fingers to work with small objects rapidly and correctly.

M — Manual Dexterity. Moving the hands with ease and skill. Working with the hands in placing and turning motions.

E — Eye-Hand-Foot Coordination. Moving the hands and feet together in response to visual signals or observations.

C — Color Discrimination. Seeing likenesses or differences in colors or shades. Identifying or matching certain colors. Selecting colors which go well together.

> Watch the second filmstrip on aptitudes entitled "Learning About Your Aptitudes." It presents an overview of the eleven aptitudes.

You possess an unique combination of aptitudes. You can estimate your aptitudes by looking at your past achievements and present abilities. Five different levels are used to express the amount of aptitude a person has. You should use these levels in estimating your aptitudes. Compare yourself with others your age. The following statements define these five aptitude levels.

Aptitude Levels

Level 1 — The top ten percent of the population a **very high** degree of aptitude.
Level 2 — The highest third of the population not including the highest ten percent — a **high** degree of aptitude.
Level 3 — The middle third of the population — an **average** degree of aptitude.
Level 4 — The lowest third of the population, not including the lowest ten percent — a **below average** or low degree of aptitude.
Level 5 — The lowest ten percent of the population — a **very low** degree of aptitude.

Turn to the section entitled "Aptitudes" in the **Career Information System Guide.** Read the aptitude descriptions and the clues related to each level to help you estimate your aptitudes. Use the Aptitude Self-Estimate Record on the next page to record your estimated aptitudes.

RECORD THE LEVEL NUMBER HERE ▸											
APTITUDE CODE	G	V	N	S	P	Q	K	F	M	E	C

15

Aptitude Self-Estimate Record

Directions: In the box below, each aptitude is listed. Place an X in the column indicating the **level** at which you rate yourself for each aptitude. Compare yourself with other people **your age.** Select the level which represents your HIGHEST self-estimate. Some items in the lower level examples may describe traits you possess. In such a case, again use your **highest** self-estimate. Be as accurate as you can. An accurate record will help you in your career exploration.

After you have estimated your level for each aptitude write those LEVEL NUMBERS in the proper boxes along the edge of the paper above.

APTITUDES		How I Compare Myself With All Others My Age				
		LOWEST THIRD		MIDDLE THIRD	HIGHEST THIRD	
		10%	23%	33%	23%	10%
		LEVEL 5	LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
General	G					
Verbal	V					
Numerical	N					
Spatial	S					
Form Perception	P					
Clerical Perception	Q					
Motor Coordination	K					
Finger Dexterity	F					
Manual Dexterity	M					
Eye-Hand-Foot Coordination	E					
Color Discrimination	C					

Complete Column 3 of the Worker Trait Group Exploration Chart. Compare your estimated aptitudes as recorded on the Aptitude Self-Estimate Record with the key aptitudes recorded for each Worker Trait Group on the Aptitudes Index located in the **Career Information System Guide.** To do this, place the edge of your Aptitude Self-Estimate Record on the line following the Worker Trait Group. If your aptitude estimate is **equal** to or **higher** than the level in the Aptitudes Index, enter the letter for that aptitude in the plus (+) side of Column 3. If your estimated aptitude is **lower** than the aptitude recorded, enter the letter for that aptitude in the minus (−) side of Column 3. As you compare your aptitude estimates, remember level 1 is high and level 5 is low.

As you use the aptitudes for career exploration consider the following summary points.

a. The **types** of aptitudes related to groups of occupations describe the types of skills and abilities required by workers in that field.

b. The **level** of aptitude listed on the Aptitudes Index indicates the level rated for **average** satisfactory performance.

c. When your aptitude levels are **lower** than those listed for Worker Trait Groups you are exploring, you MAY have difficulty in learning the types of skills or knowledge required. It does **not** mean that you cannot learn them.

d. Interest and motivation are very important in developing skills. In some cases they help overcome difficulties you might have because of lower aptitude levels.

e. You may wish to see which Worker Trait Groups relate to some specific aptitude. For example, if you feel you have a strong "Spatial" aptitude, check all of the Worker Trait Groups to see which groups use this aptitude.

f. You may have special abilities not measured or defined by the aptitudes used in this activity. Art and music are two examples. You should identify Worker Trait Groups related to these special abilities.

Activity L – Other Factors

The work performed, worker requirements, and the work settings and conditions affect job satisfaction. In this activity, you will examine these factors about work to help you further understand the Worker Trait Groups you are exploring.

> Listen to the tape "What Is My Occupation?" This will help you become aware that some occupations may have similar work tasks and social and physical surroundings. The unique combination of these factors is what makes occupations differ.

Listen to the occupations being described in terms of work tasks and the social and physical surroundings. Write the title of the occupation you think is being described. You will be given the correct answers later.

Occupations

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____

Another factor involved in the work setting is different kinds and levels of noises.

> Listen to the tape "Sounds of Work." This will help you understand how noise can be a factor in job satisfaction.

Listen to the sounds that are involved in the tasks that workers do or that are part of the work environment. Write the occupation you associate with each sound. If you cannot think of an occupational title, name the work setting. You will be given the correct answers later.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____

People have different levels of tolerance for noise. The type and level of noise may affect your job performance. As you explore occupations, you need to be aware of noise as a factor which could affect your job satisfaction.

Turn to the Worker Trait Group Exploration Chart of this booklet. The headings in Columns 4 through 7 correspond to the other factors which could affect job satisfaction. These headings are the ones used in the Worker Trait Group descriptions located in the **Worker Trait Group Guide.** For each of the Worker Trait Groups you are exploring, read the sections related to Columns 4 through 7 and record your reactions to each. Use a **plus** (+) if the information supports your interest in the group. Record a **minus** (−) if the information discourages your interest. And use a **question mark** (?) if you are not sure of your reactions.

Activity M – Occupational Exploration

The preceding activities have been directed to career exploration at a **general** level — **the Worker Trait Groups.** The next activities will involve exploration at a more **specific** level — **the occupation.**

Examine the information you have compiled on the Worker Trait Group Exploration Chart. Based upon your reactions to this information, write a "yes" in column 8 for those groups you wish to explore further at the occupational level.

The **Career Information System** in your school has occupational materials indexed by Worker Trait Groups. Use the **Worker Trait Group Index to Occupational Information** to find the titles and sources of information on occupations related to Worker Trait Groups you want to explore at the occupational level. Check the **File Content Notebook.** This will provide you with titles of occupational briefs and pamphlets filed in the system. In addition, check the Alphabetical Card File for titles of occupations related to each Worker Trait Group. A full listing of occupations for each Worker Trait Group is found in the Supplement to the **Dictionary of Occupational Titles.**

As you explore occupations, try to determine how the occupation relates to your interests, abilities, and goals. Your exploration of Worker Trait Groups helped you to identify groups of occupations related to your general interests and abilities. Exploration at the occupational level will provide you with more specific information.

Use the following Occupation Exploration Sheet to explore your first occupation. Note the headings along the side giving you categories of the kinds of information to look for. You may wish to use these categories as you explore other occupations.

Occupation Exploration Sheet

Title of Occupation _____ WTG # _____

Directions: As you read the information about an occupation, write down a summary of the important points related to the following categories. You may need to go to more than one source to find the information.

Specific Work Performed
Specific Skills Required
Work Setting
Employment Outlook
Advancement Opportunities
Education, Training and Entry
Other Personal Qualifications
Rewards

SUMMARY

Career decision-making is not a single decision, but a series of decisions made during one's lifetime. Every day, we are faced with a number of decisions. Some are important and others are not so important. Many of these decisions relate to your career and to the goals you have. The career exploration you have done should have helped you better understand yourself — your goals, interests, and abilities. Work is one means of achieving goals. As a result, career decision-making includes identifying occupations which will help you achieve your goals.

Use the Summary Chart in this booklet to help you pull together what you have learned in your career exploration. Follow these directions to complete the Summary Chart.

A. **Career Goals.** On page 4 of this booklet, you completed a Goal Focus Chart. You identified the things you want to do, the things you want to have, and the kind of person you want to be. You also used the Goal Focus Chart to project what your goals might be in the future. Using the information from this chart, and what you have learned about your interests and about the world of work, write a summary of your career goals.

B. **Career Fields.** On the Worker Trait Group Exploration Chart, you identified Worker Trait Groups you wished to explore further. Your exploration of these groups at the occupational level belonging to each of these groups helped you to identify career fields. You may have narrowed your exploration and decision-making to specific occupations. However, you should still keep in mind their related Worker Trait Groups. These groups of occupations might be considered as career alternatives. These occupations have similar worker requirements. They can use some of the basic knowledge and skills of the specific occupation for which you prepare. In the space provided, write the titles of the Worker Trait Groups you have selected.

C. **Preparation.** One of the career decisions you need to make is selecting courses or training programs. Some courses are required of all students. These courses are generally related to common knowledge and skills needed by everyone, regardless of career goals. As you explored occupations, you have learned about school courses and training programs that are required or recommended. List the school subjects that are related to the career fields and occupations in which you are interested.

D. **Next Steps.** As you continue your exploration, you will be making decisions about achieving your goals and making career plans. List the next steps you can take in exploring occupations related to your identified career fields. Also, state what steps you can take to prepare for occupations you are considering.

The activities in this booklet were intended to help you assess your interests, abilities, and goals. They were also intended to help you see how they relate to your career. As you grow and change, you may acquire new interests, abilities, and goals. However, the process of including them in a career plan stays the same. Career planning is a vital part of your future. The more thorough your planning, the greater your freedom in creating your career.

Summary Chart

A. Career Goals.
B. Career Fields.
C. Preparation.
D. Next Steps.

Worker Trait Group Selection Chart

AREAS and WORKER TRAIT GROUPS	Column 1 Expressed Interests	Column 2 Work Activities	Column 3 Work Situations	Column 4 School Subjects	Column 5 Further Exploration?
01: ARTISTIC					
01.01 Literary Arts		5, 6, 8	3, 4, 5, 7, 9		
01.02 Visual Arts		6, 8	3, 4, 7, 9		
01.03 Performing Arts: Drama		5, 6, 8	3, 4, 7, 9		
01.04 Performing Arts: Music		5, 6, 8	3, 4, 7, 9		
01.05 Performing Arts: Dance		5, 6, 8	3, 4, 7, 9		
01.06 Technical Arts		1, 9, 10	7, 8, 10		
01.07 Amusement		2, 6	4, 5, 7, 9		
01.08 Modeling		3, 6	4, 9		
02: SCIENTIFIC					
02.01 Physical Sciences		1, 6, 7, 8	7, 8		
02.02 Life Sciences		1, 6, 7, 8	7, 8		
02.03 Medical Sciences		4, 5, 7	4, 7, 8, 10		
02.04 Laboratory Technology		1, 7, 9	8, 10		
03: NATURE					
03.01 Managerial Work: Nature		1, 2, 7, 9, 10	1, 3, 4, 7, 8		
03.02 General Supervision: Nature		5, 9	1, 3, 4, 7, 8		
03.03 Animal Training & Care		3, 4, 6	1, 4, 7, 8		
03.04 Elemental Work: Nature		1, 3, 9	1, 2		
04: AUTHORITY					
04.01 Safety & Law Enforcement		2, 5, 6	1, 3, 4, 6, 7		
04.02 Security Services		2, 3, 6	4, 6, 7		
05: MECHANICAL					
05.01 Engineering		1, 2, 6, 7, 8, 9	1, 4, 7, 8		
05.02 Managerial Work: Mechanical		2, 5, 6, 7, 9	1, 3, 4, 7, 8		
05.03 Engineering Technology		1, 7, 9	7, 8, 10		
05.04 Air & Water Vehicle Operation		1, 5, 9	3, 4, 6, 7, 8, 10		

Worker Trait Group Selection Chart

AREAS and WORKER TRAIT GROUPS	Column 1 Expressed Interests	Column 2 Work Activities	Column 3 Work Situations	Column 4 School Subjects	Column 5 Further Exploration?
05.05 Craft Technology		1, 9, 10	1, 7, 8, 10		
05.06 Systems Operation		1, 9	1, 3, 8, 10		
05.07 Quality Control		1, 3, 9	7, 8, 10		
05.08 Land Vehicle Operation		1, 3, 9	8		
05.09 Materials Control		1, 2, 3, 9	4, 8, 10		
05.10 Skilled Hand & Machine Work		1, 3, 9, 10	8, 10		
05.11 Equipment Operation		1, 3, 9	8, 10		
05.12 Elemental Work: Mechanical		1, 3, 9	8, 10		
06: INDUSTRIAL					
06.01 Production Technology		1, 9, 10	3, 4, 8, 10		
06.02 Production Work		1, 3, 9, 10	2, 3, 4, 8, 10		
06.03 Production Control		1, 3, 9, 10	2, 8, 10		
06.04 Elemental Work: Industrial		1, 3, 9, 10	2, 10		
07: BUSINESS DETAIL					
07.01 Administrative Detail		2, 5, 6	1, 4, 7, 8		
07.02 Mathematical Detail		1, 2, 3, 9	2, 8, 10		
07.03 Financial Detail		1, 2, 3	4, 8, 10		
07.04 Information Processing: Speaking		2, 3, 6, 9	1, 4, 8		
07.05 Information Processing: Records		2, 3, 6	4, 8, 10		
07.06 Clerical Machine Operation		1, 3, 9	2, 4, 8, 10		
07.07 Clerical Handling		1, 3	8, 10		
08: PERSUASIVE					
08.01 Sales Technology		2, 5, 6, 7	4, 5, 7, 8		
08.02 General Sales		2, 6	4, 5, 7, 8		
08.03 Vending		2, 3	4, 5		
09: ACCOMMODATING					
09.01 Hospitality Services		2, 5, 6	1, 3, 4, 7		

Worker Trait Group Selection Chart

AREAS and WORKER TRAIT GROUPS	Column 1 Expressed Interests	Column 2 Work Activities	Column 3 Work Situations	Column 4 School Subjects	Column 5 Further Exploration?
09.02 Barbering & Beauty Services		2, 8, 9	1, 4, 7, 8, 10		
09.03 Passenger Services		2, 3, 9	4, 7, 8		
09.04 Customer Services		1, 2, 3	4		
09.05 Attendant Services		2, 3	4		
10: HUMANITARIAN					
10.01 Social Services		4, 5, 6, 8	1, 3, 4, 7		
10.02 Nursing & Therapy Services		4, 6, 7	1, 4, 7, 8, 10		
10.03 Child & Adult Care		2, 3, 4	1, 4, 7, 8, 10		
11: SOCIAL/BUSINESS					
11.01 Mathematics & Statistics		6, 7, 9	3, 7, 8		
11.02 Educational & Library Services		2, 4, 5, 6	1, 3, 4, 7		
11.03 Social Research		6, 7, 8	1, 4, 7, 8		
11.04 Law		2, 5, 6, 8	1, 4, 5, 7, 8		
11.05 Business Administration		2, 5, 6	1, 3, 4, 7, 8		
11.06 Finance		1, 2, 5, 6, 7, 9	4, 7, 8		
11.07 Services Administration		2, 4, 5, 6	1, 3, 4, 7		
11.08 Communication		2, 5, 6	1, 3, 4, 7, 8		
11.09 Promotion		2, 5, 6	1, 3, 4, 5, 7		
11.10 Regulations Enforcement		2, 6	1, 3, 4, 7, 8		
11.11 Business Management		2, 5	1, 3, 4, 7, 8		
11.12 Contracts & Claims		2, 5, 6	1, 3, 4, 7, 8		
12: PHYSICAL PERFORMING					
12.01 Sports		5	4, 5, 6, 7, 8		
12.02 Physical Feats		5, 9	6, 7		

Worker Trait Group Exploration Chart

Column 1		Column 2		Column 3		Column 4	Column 5	Column 6	Column 7	Column 8
WTG #	WTG Title	School Subjects +	School Subjects −	Aptitudes +	Aptitudes −	Work Performed +, −, or ?	Worker Requirements +, −, or ?	Clues +, −, or ?	Preparation +, −, or ?	Further Exploration of Occupations?